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ABSTRACT

This study examined the academic advising process at Boise State University (Idaho) prior to implementation of "signatureless registration" (advisor's approval not necessary for course registration) and other changes in the advising process. Students (n=890) in 21 undergraduate classes responded to a survey about their advising experience. Analysis of survey responses indicated that: (1) almost 30 percent reported they currently did not have an advisor (either faculty, advising center staff, or peers); (2) about two-thirds thought the advising process adequately met their needs, while one-third did not; (3) about 60 percent reported that their meetings with advisors lasted 15 minutes or less and less than half thought this time was sufficient; (4) topics during an advising session focused on scheduling and registration procedures, although students wanted to talk more about career planning and academic difficulties; (5) less than 40 percent felt their advisor kept them up to date on academic requirements, referred them to other sources for assistance, helped them identify obstacles, or helped them explore careers; and (6) students who were assigned to advising centers were more likely to be satisfied than students who had faculty advisors or peer counselors. Extensive tables detail the study's findings. The survey is attached. (DB)

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Student Satisfaction with Academic Advising

Research Report 98-04

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Boise State University
July 1998

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Abstract

Student Satisfaction with Academic Advising

The purpose of this study was to gather information on the academic advising process as it existed prior to the implementation of "signatureless registration." Data will be used to document changes in student perceptions of advising after advising was no longer tied to registering for classes and to guide efforts to "re-vision" the advising process. A survey from ACT administered to a random sample of undergraduate classes provided the basis for the study.

Findings from the study include:

- The largest group of students (46%) indicated they were currently advised by faculty members. About 14% were assigned to advising center staff, and 8% had peer advisors. Almost 30% reported they currently did not have an advisor.

- About two-thirds thought the advising process adequately met their needs, while one-third did not.

- Meetings with advisors were short. About 60% reported their meetings lasted 15 minutes or less. Fewer than half thought the time they spent with their advisors was sufficient.

- Topics of conversation during an advising session mainly focused on scheduling and registration procedures. Students indicated that they wished they had talked more to their advisors about career planning and academic difficulties.

- Students generally agreed their advisors were approachable, good listeners, trustworthy, and displayed a sense of humor. Most students, however, felt like just another face to their advisor.

- Advising fell short in a number of areas. Among them, less than 40% agreed their advisor kept them up to date on changes in academic requirements, referred them to other sources for

- assistance, helped them identify obstacles to meeting their educational goals, or helped them explore careers in their fields of interest.

- Over 75% of students who were assigned to advising centers felt that their advising needs were adequately met, while about 70% of students who had faculty advisors felt that way. Less than 60% of students who had peer advisors were satisfied with the advising process, a similar percentage to students with no advisor at all.

- Students appeared happy with advising centers because they were more proactive and available. Students were happy with faculty because they were able to establish personal relationships with them. Peer counselors, however, were less likely to be proactive, available, or known to the advisee.

This report confirms the already expressed need to improve advising. Clearly, more conversations need to take place during the advising sessions, covering topics such as careers, academic difficulties, and resources for additional help. Students also would like their advisors to be more proactive in dealing with them and establish relationships where they are known as individuals to their advisors. Under the current system, peer advising in departments generally does not appear to be very effective in meeting students' advising needs and should probably be either improved or eliminated as an approach to advising. In addition, efforts should be made to provide advisors for students who currently do not have one, starting with freshmen since this group was least likely to think they had an advisor.

Student Satisfaction with Academic Advising

Academic advising is the process by which students receive help in forming their educational goals and planning ways to achieve them. Based on students' individual circumstances, personal development and academic skills, academic advisors provide information and support and foster a sense of responsibility in students to achieve their own goals. Academic advising includes: ongoing contact with an informed and supportive representative of the academic community; introduction to and explanation of academic requirements, policies and procedures; exploration of necessary skill levels (reading, writing mathematics, study skills); referral to campus resources; degree planning; and career exploration and preparation. (Philosophy statement of academic advising at Boise State University, 1995).

Traditionally, academic advising has been addressed through a variety of venues at Boise State University. Just as tremendous diversity exists among BSU students regarding their ages, educational backgrounds, prior academic achievements, educational goals, and attendance patterns, so diversity also exists in advising services available. Students who are undecided about their major are referred to the Academic Advising Center. Students who have chosen a major are referred to their respective departments. There they may receive advising at an advising center such as those available in the College of Business and Economics or the College of Applied Technology or see a faculty member or peer advisor. Students who are full-time have been required to get advising, proof of which is shown by obtaining the advisor's signature for course selection prior to registering each semester. Students who are part-time have been encouraged but not required to seek advising.

Evidence has been mounting for some time, however, that advising generally could use some improvement. Alumni have commented about problems with advising, especially as it relates to career selection (see Research Report 98-01 and 96-03). Often new freshmen didn't even know they'd been advised – they just thought they'd registered (see Research Report 97-04). An in-depth study by the university's academic advising council found that advising frequently was not taking place as a part of registration. Instead, students were searching for their advisors, often unsuccessfully just prior to their registration appointments, and signatures often were those of secretarial staff or the students themselves. Advising in many cases was replaced by the act of obtaining a signature.

As a result of these findings, a change in the advising process is occurring at Boise State University. Because the current process didn't seem to be working and because it perpetuated

the idea that advising was simply course selection, signature-free registration was implemented for the first time in November of 1997. At the same time, a process innovation team was organized to study advising and make recommendations about how to improve it at BSU. The Academic Advising Council is also working to ensure that students are well-advised without tying it to registration.

Before the start of all these changes, however, benchmark data needed to be gathered on how well the current process was working so it would later be evident as to whether actual improvements had been made. The data also would be used to help the advising innovation team with their "re-visioning" of advising.

To carry out the study, an advising survey was purchased from ACT (American College Testing). A copy of the survey can be found in Appendix A. A random sample of 25 on-campus undergraduate classes were drawn in such a way that no student would be in more than one class. Of the 25 classes selected, 24 faculty agreed to participate in the study and 21 (or 84%) returned the survey. The total number of surveys returned were 890. It was estimated that if everyone had attended the classes selected and filled out the survey on that day, 1,172 would have been completed. Therefore, the response rate was over 75%, assuming up-to-date class records and perfect attendance.

Demographics of the Respondents

We were interested in the undergraduate experience with advising, and 97% of the students responding indicated that they were undergraduates (see Table 1). Most were freshmen (45% of the total) and under the age of 20. Less than 20% were 30 or older (see Table 2). About 10% of the students were undecided about their majors, while the remainder were spread across the colleges at the university (see Table 3).

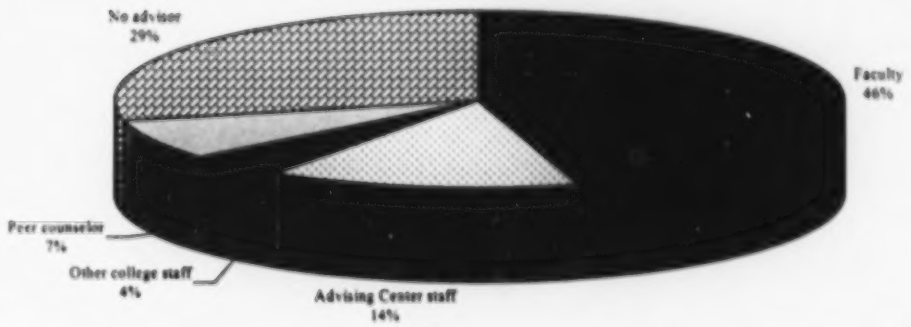
As is reflective of our student body, about 84% reported they were white non-Hispanic. Females were slightly over-represented in the survey at 62%, and full-time students were definitely over-represented since they comprised 88.5% of the respondents, yet typically made up about 60% of

undergraduates. Most (59%) students came directly to BSU from high school (see Table 4). Almost 80% were working at least part-time and 25% were working over 30 hours per week (see Table 5).

Selecting and Meeting with an Advisor[1]

Most students (46%) indicated that they were currently advised by faculty. The next largest group (29%) indicated that they had no adviser. See Table 6 and Figure 1. Students without advisors were more likely to be freshmen (68% vs. 45%) and non-transfers (68% vs. 59%). About the same percentage were fulltime (84% vs. 88%).

Figure 1. Current Academic Advisor



Most (52%) said they had little or no input into the selection of their advisor. Students typically had known their advisor for only a short period of time with over 50% indicating they had had their current advisor for six months or less (see Table 7). About 40% indicated they had changed their advisors at least once, usually because they changed their major. Only 14% indicated they had changed their advisors because they were dissatisfied with them.

[1] Anyone that responded that they did not have an advisor was excluded from this analysis.

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Students were most likely to report that they met with their advisors once a year (41%), though 14% indicated they had never met with their advisor in the past year. On the other hand, about 20% met with their advisors three or more times. (See Table 8.)

Students were divided as to whether the number of meetings they had with their advisors were sufficient. While 44% indicated the number was sufficient, 38% did not think so, and 18% were undecided. Most meetings were quite short. About 60% who met with their advisors indicated the meetings lasted less than 15 minutes. Only 5% met with their advisors over 30 minutes. (See Table 9).

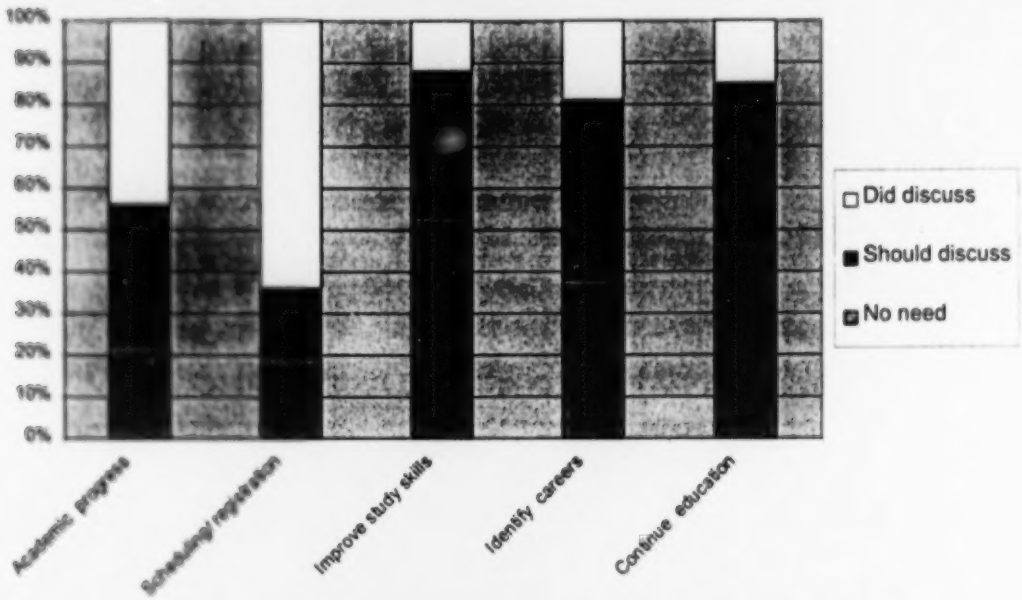
Topics of Discussion During Advising Sessions

Students confirmed that the main topic of conversation during advising sessions was scheduling and registration procedures (see Table 10). The other two main topics were students' academic progress and meeting the requirements for graduation, student teaching, certification, etc.

Students also indicated what they did not discuss during advising sessions but wished they had. Topping the list was matching their learning style with particular courses and instructors with slightly over 50% of students indicating they wished they had had this conversation. Other topics which rose to the top of the list were finding a job after college (47%), identifying career areas which fit skills and abilities (43%), coping with academic difficulties (40%), and clarifying life and career goals (39%). Generally, then, students wished they'd talked more about possible careers and academic problems. Again, see Table 10 for further details. Figure 2 provides a visual display of some of the areas students either discussed or wished they had.

Students felt little need to talk to advisors about either withdrawing from the institution or dealing with personal problems with 77% indicating they felt no need to discuss these topics with their advisors. Employment on campus was another area with 64% indicating they didn't need to talk about this topic with their advisors.

Figure 2. Discussion of Advising Topics



Students who discussed topics with their advisors were generally satisfied with the discussion. (See Table 10) For every topic, at least 60% of the students who discussed with topic were satisfied with their conversations. Though few students held conversations with their advisors on the topics of careers, coping with academic difficulties, continuing their education after graduation, or dealing with personal problems, 75% of those who did were pleased with the results.

Impressions of Advisors

The final section of the survey asked students to respond to a list of 36 items which in theory reflect the best advising practices, even though they might not all fit the BSU environment. Students rated their agreement on a 1-5 scale or indicated the item did not apply to them. Responses from students who indicated they did not have an advisor or the item did not apply to them were eliminated from the calculations. Figure 3 displays the results of some items related to BSU's advising philosophy statement. Note that agreement was generally lukewarm, and disagreement fairly high on many statements, though a number of students also were neutral on the subject. Full details can be found in Table 11.

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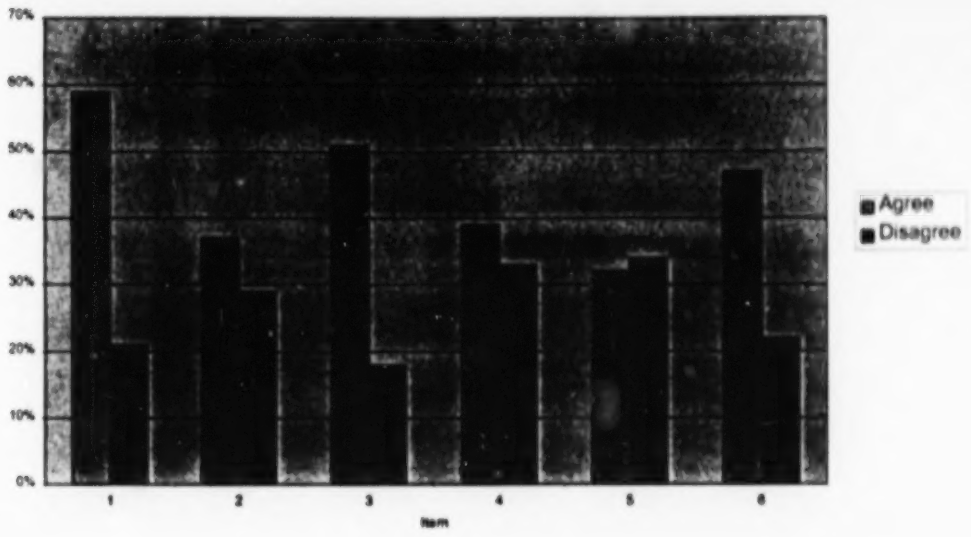
Figure 3. Impressions of Advising



Item:
1. Provides me with accurate information about requirements, prerequisites, etc.
2. Refers me to other sources from which I can obtain assistance
3. Encourages me to assume an active role in planning my academic program
4. Is familiar with my academic background
5. Helps me explore careers in my field of interest
6. Is a helpful, effective advisor whom I would recommend to other students

Students most strongly agreed that their advisor:

- Respects my right to make my own decisions (mean=3.86, 71% agreement)
- Has a sense of humor (mean=3.75, 61% agreement)
- Keeps personal information confidential (mean=3.68, 53% agreement)
- Is a good listener (mean=3.63, 58% agreement)
- Is approachable and easy to talk to (mean=3.62, 58% agreement)

Students were least likely to agree that their advisor:

- Takes the initiative in arranging meetings (mean=2.35, 18% agreement)
- Encourages me to talk about myself and my experiences (mean=2.82, 26% agreement)
- Encourages my involvement in extra-curricular activities (mean=2.86, 26% agreement)
- Helps me explore careers in my field of interest (mean=2.93, 32% agreement)
- Clearly defines adviser/advisee responsibilities (mean=2.96, 30% agreement)
- Knows who I am (mean=2.97, 43% agreement)

These responses indicated that students generally had a good impression of their advisors as individuals since they agreed their advisors were approachable, good listeners, trustworthy, and displayed a sense of humor. However, students generally did not feel they had a personal relationship with their advisors. These responses also confirmed that the career exploration component of academic advising was generally lacking from the advising experience at BSU.

General Satisfaction with Advising and Its Relationship to Student and Advisor Characteristics

One item on the survey asked students to indicate whether the advising system met their needs exceptionally well, more than adequately, adequately, less than adequately, or very poorly. As shown by Figure 4, about two-thirds of the respondents were satisfied with the current system

Figure 4. Percent agreeing Advising Met Needs

while one-third did not feel the system met their needs. To try to better explain these differences, further analyses were conducted to try to uncover some relationships between satisfaction with the advising process and either characteristics of the students or characteristics of the advising situation.

Student Characteristics

To see if certain students felt they were better served by the advising process than others were, analyses were conducted to see if differences existed between how well students indicated the advising system met their needs and reported cumulative grade point average (GPA), number of hours worked, full-time or part-time enrollment, class level, and status as a native or transfer student. Only number of hours employed was related (general association value=40.789, df=20, p=.004). Generally speaking, students who were unemployed or worked only a few hours per week were happier with the advising experience than those who worked full-time. See Table 12 for further details.

Who Advised the Student

Students also indicated who was their current academic advisor: faculty, advising center staff member (fulltime academic advisor), other college staff, peer counselor (student), or no current advisor. A Row Mean Scores (RMS) Difference test indicated that differences in satisfaction existed depending on who the student had as an advisor (RMS=40.02, df=4, p=.001). As shown by Table 13, students seemed most satisfied with the advising system when they were advised by advising center staff. The next most satisfied group was those who were advised by faculty. There appeared to be few differences between being advised by peer counselors and having no advisor at all.

What was Discussed in Advising Sessions

A check was also conducted to see if there were differences in perceptions of how well the advising system met their needs depending upon whether students indicated they felt no need to discuss a topic, whether they had not discussed the topic and wished they had, or whether they had discussed the topic during an advising session. (The list of the 18 topics is listed in Table 10.)

Results indicated that each of the 18 topics showed statistically significant differences, those who discussed the topic were most likely to feel the advising system more than adequately met their needs. Those who wished they had discussed a topic had the highest percentage who indicated the system was less than adequate in meeting their advising needs. Those who felt they had no

need to discuss the topic typically had the highest percentage who felt the advising system "adequately" met their needs.

Impressions of Advisors and Advising Satisfaction

How did impressions of the advisor relate to satisfaction with the advising process? An initial analysis indicated that each of the 36 items was significantly related to satisfaction. A factor analysis using maximum likelihood and varimax rotation was then conducted to reduce the number of items and provide a "bigger picture" understanding of the relationship between advisor perceptions and advising satisfaction.

Results indicated that advisors could be described on six general dimensions: encouraging, proactive, respectful, approachable, personal, and time management. Factor 1, *Encouraging*, included items such as "encourages me to talk about myself," "encourages my involvement in extra-curricular activities," "helps me examine my needs, interests, and values," and "encourages my interest in a discipline." Factor 2, *Proactive,* included items such as "takes the initiative in arranging meetings," "defines advisor/advisee responsibilities," "helps me identify obstacles to goals," and "refers me to other sources for assistance." Factor 3, named *Respectful,* included items such as "respects my opinions and feelings," "respects my right to make my own decisions," "is a good listener," and "provides a caring, open atmosphere." Factor 4, *Approachable*, included items such as "seems to enjoy advising," "is approachable and easy to talk to," "is a helpful advisor I would recommend to others," and "has a sense of humor." Factor 5, *Personal,* included "knows who I am" and "expresses interest in me as an individual." Factor 6, *Time Manager*, included "is on time for appointments," "allows sufficient time to discuss issues," and "is available when I need assistance."

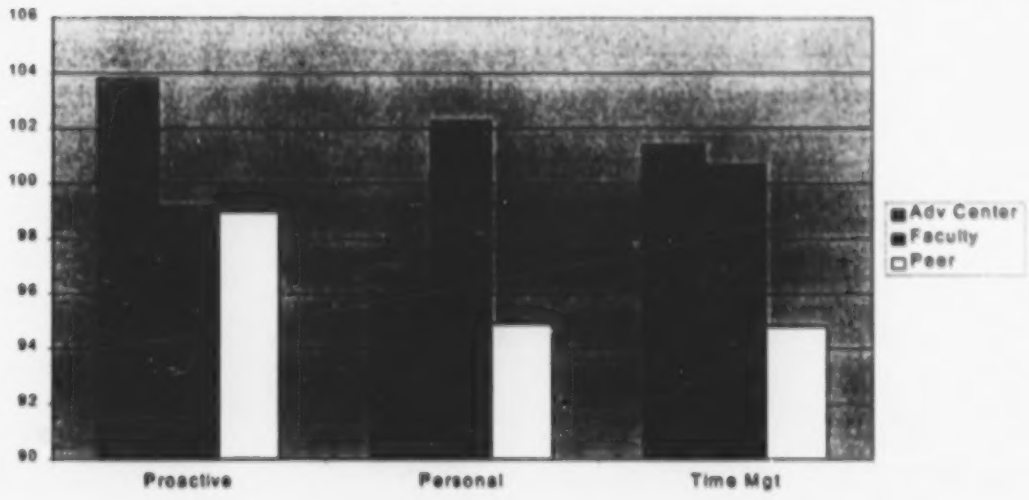
Scores on the six dimensions of advising were useful in explaining student satisfaction with the advising process (R^2=.31, F=44.93, df=6,594, p=.0001). Each factor also was important in its own way in explaining how advisor perceptions related to student satisfaction with the advising process. However, scores on the *Proactive* dimension of advising were most highly related to advising satisfaction. This was followed by the *Encouraging* dimension of advising and the *Approachable* dimension. See Table 14 for further details.

Advisor Type and Advisor Characteristics

Recall that students seemed happiest with advising from an advising center staff member. Next, they were most satisfied with faculty. There appeared to be little difference in satisfaction between having a peer advisor and having no advisor at all. To test if characteristics of the different "types" of advisors related to satisfaction, the six characteristics were tested to see if mean differences occurred depending upon whether the student had advising center staff, faculty, other staff, or peer counselors as their current advisors.

Differences were found for three of the six characteristics: proactive ($F=7.47$, $df=3,599$, $p=.0001$), personal ($F=22.06$, $df=3,599$, $p=.001$), and time management ($F=8.73$, $df=3,599$, $p=.0001$). For the proactive dimension, follow-up tests indicated that advising center staff were rated much more highly than any other group, and none of the other groups differed from one another on this dimension. For the personal dimension, faculty were rated much more highly than any other group, and none of the other groups differed from one another. In the area of time management, advising center staff and faculty were rated more highly than peer counselors. Advising center staff were also rated more highly than other staff in this area. See Table 15 for group means. Partial results are shown in Figure 5 below.

Figure 5. Means on Three Advising Dimensions



It appears that one thing students appreciate from advising centers is the more proactive approach that center staff take to advising. They also appreciate the personal relationships that they form with faculty. In addition, it seems important to students that advising center staff and faculty are more likely to meet their appointment obligations and be available for future help if students need it. It is likely that these differences contribute to ratings of student satisfaction with the advising process.

Summary and Conclusions

The purpose of this study was to gather some data on students' perceptions of the advising process to be used to guide proposed changes to the process and provide a benchmark to see if there are differences in how advising is viewed several years after changes are implemented.

Results indicated that three-quarters of all students were either advised by faculty (46%) or not at all (29%). Students typically met with their advisors once a year for less than 15 minutes. Fewer than half thought the number of meetings they had with their advisor was sufficient.

Advising sessions mainly consisted of conversations about scheduling and registration procedures. Slightly less than half the students also indicated they discussed their academic progress and/or meeting the requirements for graduation. Students indicated that they wished they had talked to their advisors about possible career and academic problems but most did not.

Students generally had a good impression of their advisors with more than half agreeing their advisors were approachable, good listeners, trustworthy, and had a sense of humor. However, students generally did not feel they were seen as individuals by their advisors with less than half agreeing their advisor knew who they were or expressed interest in them as unique individuals. Less than 40% agreed their advisor kept them up to date on changes in academic requirements, referred them to other sources for assistance, helped them identify obstacles to meeting their educational goals, or guided them in exploring careers in their fields of interest.

In general, about two-thirds of students felt the current advising system adequately met their needs, while one-third did not. Students with advising center staff as advisors were the most

likely to be satisfied while students with faculty advisors were second. Students being advised by peer counselors were about as satisfied as students with no advisor at all. Students who discussed a variety of topics during their advising sessions also were more satisfied. In addition, students with advisors who they viewed as encouraging, proactive, respectful, approachable, good time managers, and personal were happier with the current system. It appeared that the reason students were happy with advising centers because the centers were more proactive and good at time management. Students were happy with faculty as advisors because they were more likely to have a personal relationship with them. Peer counselors were at the bottom in satisfaction because they were neither proactive, available, nor known to the advisee.

This report confirms the already expressed need to improve advising. Clearly, more conversations need to take place during the advising sessions, covering topics such as careers, academic difficulties, and resources for additional help. Students also would like their advisors to be more proactive in dealing with them and establish relationships where they are known as individuals to their advisors. Under the current system, peer advising in departments generally does not appear to be very effective in meeting students' advising needs and should probably be either improved or eliminated as an approach to advising. In addition, efforts should be made to provide advisors for students who currently do not have one starting with new freshman.

Table 1. Class status of survey respondents

Class	Frequency	Percent
Freshman	393	44.6
Sophomore	155	17.6
Junior	152	17.2
Senior	157	17.8
Other	3	0.3

Table 2. Age of survey respondents

Age Category	Frequency	Percent
18 or under	199	22.5
19	97	11.0
20	86	9.7
21	77	8.7
22	66	7.5
23-25	126	14.3
26-29	73	8.3
30-39	103	11.7
40 or over	56	6.3

Table 3. College which has reported student major

College/Major	Frequency	Percent
Undecided	84	9.4
Applied Technology	34	3.8
Education	118	13.3
Business and Economics	254	28.5
Engineering	34	3.8
Health Sciences	81	9.1
Arts and Sciences	87	9.8
Social Sciences/ Public Affair	166	18.7
Unknown major	32	3.6

Table 4. Last School attended by survey respondents

Last School attended	Frequency	Percent
High School	526	59.4
Vocational-Technical School	52	5.9
Two-year college	131	14.8
Four-year college	151	17.1
Grad/Professional school	7	0.8
Other	18	2.0

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Table 5. Hours per Week that Survey respondents are employed

Hours per week worked	Frequency	Percent
0 or only occasional jobs	189	21.4
1-10	67	7.6
11-20	174	19.7
21-30	225	25.4
31-40	158	17.9
Over 40	72	8.1

Table 6. Current Academic Advisor

Current Academic Advisor	Frequency	Percent
Faculty	385	45.6
Advising Center Staff	118	14.0
Other College Staff	37	4.4
Peer counselor	63	7.5
No advisor	242	28.6

Table 7. How long respondents have had their current advisor

How long had advisor	Frequency	Percent
0-6 months	347	57.3
7 months to 1 year	80	13.2
1 to 1 ½ years	63	10.4
1 ½ to 2 years	43	7.1
Over 2 years	73	12.0

Table 8. How Often Respondents met with their Advisors in Past Year

Number of Times	Frequency	Percent
Never	82	14.2
Once	238	41.3
Twice	137	23.8
Three times	51	8.9
Four or five times	33	5.7
More than five times	35	6.1

Table 9. Time Spent in Each meeting With Advisor

Time spent	Frequency	Percent
Not met	78	13.6
Under 5 minutes	79	13.7
5-15 minutes	264	45.9
16-30 minutes	123	21.4
More than 30 minutes	31	5.4

Table 10. Topics Discussed in Advising and Satisfaction with Advisor's Assistance

Topic:	No need to discuss	Should have discussed	Have discussed	% satisfied who discussed[1]
My academic progress	22.1	34.3	43.6	66.1
Scheduling/registration procedures	18.6	17.1	64.3	69.9
Dropping/adding classes	44.2	18.9	36.8	70.8
Obtaining course credit through nontraditional means (CLEP,PEP, job experience, etc.)	48.8	35.6	15.6	62.4
Selecting/changing my major area of study	55.3	21.8	22.9	66.7
Meeting requirements for graduation, student teaching, certification, etc.	21.2	33.5	45.4	68.3
Improving my study skills and habits	53.2	34.8	12.0	65.2
Matching my learning style to particular courses, course sections, or instructors	36.7	51.2	12.1	72.7
Obtaining remedial/tutorial assistance	60.6	29.7	9.7	66.0
Clarifying my life/career goals	37.0	39.3	23.6	74.6
Identifying career areas which fit my current skills, abilities, & interests	38.5	42.6	18.9	80.2
Coping with academic difficulties	46.2	39.6	14.2	74.4
Obtaining financial aid	50.0	32.0	18.0	68.1
Obtaining employment on campus (work study, assistantships, etc.)	64.1	23.8	12.1	62.1
Finding a job after college/job placement	38.7	46.7	14.6	61.3
Continuing my education after graduation	46.8	38.4	14.8	77.5
Withdrawing/transferring from this institution	77.4	16.9	5.6	66.7
Dealing with personal problems	77.1	12.5	10.4	80.4

[1] Percent of those who were very satisfied or satisfied. Number of respondents limited to those who indicated they discussed the topic.

Table 11. Respondents' Impressions of Advisors

My advisor:	N	Mean	Percent disagree	Percent neutral	Percent agree
Knows who I am	557	2.97	44.2	12.6	43.3
Is a good listener	542	3.61	12.4	30.1	57.6
Expresses interest in me as a unique individual	542	3.21	28.0	29.5	42.4
Respects my opinions and feelings	537	3.58	12.3	30.9	56.8
Is available when I need assistance	542	3.37	20.1	30.1	49.8
Provides a caring open atmosphere	534	3.49	15.4	32.4	52.2
Checks to make sure we understand each other	531	3.33	19.6	35.2	45.2
Respects my right to make my own decisions	533	386	7.7	21.2	71.1
Provides me with accurate information about requirements, prerequisites, etc.	541	3.54	20.7	20.1	59.1
Keeps me up to date on changes in academic requirements	522	2.91	36.2	33.0	30.8
Refers me to other sources from which I can obtain assistance	510	3.12	28.6	34.3	37.1
Encourages me to assume an active role in planning my academic program	532	3.47	17.7	31.4	50.9
Accepts constructive feedback concerning his/her effectiveness as an advisor	456	3.12	18.0	55.5	26.5
Encourages me to achieve my educational goals	529	3.45	15.7	35.7	48.6
Helps me identify the obstacles I need to overcome to reach my educational goals	507	3.17	24.5	38.7	36.9
Takes the initiative in arranging meetings with me	505	2.35	58.0	23.6	18.4
Is on time for appointments with me	491	3.55	11.8	36.9	51.3
Clearly defines advisor/advisee responsibilities	506	2.96	31.6	38.3	30.0
Allows sufficient time to discuss issues or problems	518	3.44	18.5	28.0	53.5
Is willing to discuss personal problems	416	3.16	19.0	50.5	30.5
Anticipates my needs	489	3.01	28.0	42.1	29.9
Helps me select courses that match my interests and abilities	513	3.29	24.4	29.2	46.4
Helps me examine my needs, interests, and values	487	3.10	26.5	40.7	32.9

Table 11 – Cont'd.

Is familiar with my academic background	528	3.05	33.3	27.3	39.4
Encourages me to talk about myself and my college experiences	487	2.82	39.6	34.7	25.7
Encourages my interest in an academic discipline	498	3.08	27.9	38.2	33.9
Encourages my involvement in extracurricular activities	460	2.86	36.1	37.8	26.1
Helps me explore careers in my field of interest	486	2.93	34.0	33.7	32.3
Is knowledgeable about courses outside my major area of study	487	3.16	22.8	41.5	35.7
Seems to enjoy advising	521	3.46	17.1	30.7	52.2
Is approachable and easy to talk to	531	3.62	15.4	26.2	58.4
Shows concern for my personal growth and development	502	3.17	26.7	36.9	36.5
Keeps personal information confidential	451	368	5.8	41.0	53.2
Is flexible in helping me plan my academic program	514	3.47	15.2	38.3	46.5
Has a sense of humor	516	3.75	10.3	28.5	61.2
Is a helpful, effective advisor whom I would recommend to other students	520	3.36	21.5	31.7	46.7

Table 12. Number of Hours Employed and Satisfaction with Advising

	Percent agreeing advising system met needs:					
Hours employed	Exceptionally well	More than adequately	Adequately	Less than adequately	Very poorly	Total N
0 or odd jobs	5.65	18.08	45.20	20.90	10.17	177
1-10	1.61	16.13	59.68	17.74	4.84	62
11-20	7.69	12.43	44.97	27.22	7.69	169
21-30	6.13	8.02	54.25	21.70	9.91	212
31-40	2.70	8.11	51.35	29.05	8.78	148
Over 40	2.86	1.43	64.29	17.14	14.29	70
Total	5.13	11.10	51.19	23.27	9.31	838

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Table 13. Current Academic Advisor and Satisfaction with Advising

Percent agreeing advising system met needs:						
Current advisor	Exceptionally well	More than adequately	Adequately	Less than adequately	Very poorly	Total N
Faculty	5.73	12.76	50.78	20.83	9.90	384
Advising Center staff	13.56	19.49	44.92	18.64	3.39	118
Other college staff	0.00	11.11	50.00	27.78	11.11	36
Peer Counselor	1.59	4.76	52.38	30.16	11.11	63
No advisor	1.33	6.64	53.10	27.43	11.50	226
Total	5.08	11.37	50.67	23.34	9.55	827

Table 14. Regression Equation Predicting How Well Advising System Meets Needs From Six Dimensions/Factors of Advising

Variable	Standardized B	T for HO	Prob > T
Factor 1: Encouraging	0.224	6.466	.0001
Factor 2: Proactive	0.347	10.075	.0001
Factor 3: Respectful	0.125	3.604	.0003
Factor 4: Approachable	0.210	6.085	.0001
Factor 5: Personal	0.088	2.560	.0107
Factor 6: Time Manager	0.111	3.218	.0014

Table 15. Means[2] for Advising Dimensions which Showed Significant Differences

Group	Proactive dimension		Personal dimension		Time management	
	Mean	N	Mean	N	Mean	N
Advising Center	103.8[3]	118	96.9	118	101.4[4]	118
Faculty	99.2	385	102.3[5]	385	100.7[6]	385
Peer Counselor	99.0	63	94.9	63	94.8	63
Other staff	97.8	37	94.4	37	96.8	37

[2] Scores were standardized with a mean of 100 and standard deviation of 10. Higher scores were more positive.
[3] Advising Center mean significantly differed from all other groups. Effect sizes were .466 for faculty, .482 for peer counselors, and .607 for other staff.
[4] Advising Center mean significantly differed from other staff and peer counselor means. Effect sizes were.463 for other staff and .670 for peer counselors.
[5] Faculty mean significantly differed from all other groups. Effect sizes were .565 for advising center, .784 for peer counselors, and .813 for other staff.
[6] Faculty mean significantly differed from peer counselor mean. Effect size was .608.

Appendix A

SURVEY OF ACADEMIC ADVISING

DIRECTIONS: The information you supply on this questionnaire will be kept confidential. The data will be used for research purposes and to help improve the academic advising program at this college. If, however, any question requests information that you do not wish to provide, feel free to omit it.

Please use a soft (No. 1 or 2) lead pencil to fill in the oval indicating your response. DO NOT use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some items may not apply to you or to this college. If this is the case, skip the item or mark the "Does Not Apply" option. If you wish to change your response to an item, erase your first mark completely and then blacken the correct oval. Select only ONE response for each item.

Note that the term **"College,"** as used in this survey, refers to the postsecondary institution administering this survey, and not to a specific unit or department within the institution.

PAGE 1 USE A SOFT LEAD PENCIL ONLY

SECTION I—BACKGROUND INFORMATION

Begin by writing your Social Security number in the large boxes at the top of Block A. Then, in the column below each box, blacken the appropriate oval. Complete the remaining blocks by blackening the single most appropriate response in each case.

A — SOCIAL SECURITY NUMBER (Identification Number)

___ — ___ — ____

B — AGE

- 18 or Under
- 19
- 20
- 21
- 22
- 23 to 25
- 26 to 29
- 30 to 39
- 40 to 61
- 62 or Over

C — RACIAL/ETHNIC GROUP

- Afro-American or Black
- Native American (Indian, Alaskan, Hawaiian)
- Caucasian or White
- Mexican-American, Mexican Origin
- Asian American, Oriental, Pacific Islander
- Puerto Rican, Cuban, Other Latino or Hispanic
- Other
- I prefer not to respond

D — INDICATE YOUR CURRENT CLASS LEVEL

- Freshman
- Sophomore
- Junior
- Senior
- Graduate or Professional Student
- Special Student
- Other/Unclassified
- Does Not Apply to This College

E — FOR WHAT PRIMARY PURPOSE DID YOU ENTER *THIS* INSTITUTION? (Select Only One)

- No Definite Purpose in Mind
- To Take a Few Courses for Self-Improvement or Personal Satisfaction
- To Take a Few Job-Related or Job-Required Courses
- To Take Courses Necessary for Transferring to Another College
- To Obtain or Maintain a Certification
- To Complete a Vocational/Technical Program
- To Obtain an Associate Degree
- To Obtain a Bachelor's Degree
- To Obtain a Master's Degree
- To Obtain a Doctorate or Professional Degree

F — SEX

- Male
- Female

G — MARITAL STATUS

- Unmarried (Including Single, Divorced, and Widowed)
- Married
- Separated
- Prefer Not to Respond

H — WHAT IS YOUR CURRENT ENROLLMENT STATUS?

- Full-Time Student
- Part-Time Student

I — WHAT WAS THE LAST TYPE OF SCHOOL YOU ATTENDED PRIOR TO ENTERING THIS INSTITUTION?

- High School
- Vocational/Technical School
- 2-Year Community/Junior College
- 4-Year College or University
- Graduate/Professional College
- Other

J — INDICATE THE NUMBER OF HOURS PER WEEK YOU ARE CURRENTLY EMPLOYED

- 0 or Only Occasional Jobs
- 1 to 10
- 11 to 20
- 21 to 30
- 31 to 40
- Over 40

K — WHAT IS YOUR RESIDENCE CLASSIFICATION AT THIS COLLEGE?

- In-State Student
- Out-of-State Student
- International Student (Not U.S. Citizen)

L — INDICATE YOUR OVERALL COLLEGE GRADE POINT AVERAGE

- A- to A (3.50-4.00)
- B to A- (3.00-3.49)
- B- to B (2.50-2.99)
- C to B- (2.00-2.49)
- C- to C (1.50-1.99)
- D to C- (1.00-1.49)
- Below D (0.00-0.99)
- Have Not Established a Grade Point Average
- Does Not Apply

M — INDICATE YOUR CURRENT COLLEGE RESIDENCE

- Residence Hall
- Fraternity or Sorority House
- College Married Student Housing
- Off-Campus Room or Apartment
- Home of Parents or Relatives
- Own Home
- Other

N — INDICATE YOUR COLLEGE MAJOR

USING THE LIST OF COLLEGE MAJORS AND OCCUPATIONAL CHOICES INCLUDED WITH THIS QUESTIONNAIRE, INDICATE YOUR MAJOR AREA OF STUDY. WRITE THIS CODE IN THE BOXES AT THE TOP OF BLOCK N, AND BLACKEN THE APPROPRIATE OVAL IN THE COLUMN BELOW EACH BOX. (IF YOU HAVE MORE THAN ONE MAJOR AREA, SELECT THE ONE CODE THAT YOU FEEL BEST DESCRIBES YOUR EDUCATIONAL PROGRAM.)

O — INDICATE YOUR ADVISOR

IF YOUR INSTITUTION HAS PROVIDED A LIST OF ADVISOR CODES, PLEASE SELECT THE APPROPRIATE CODE FOR YOUR *CURRENT* ACADEMIC ADVISOR. WRITE THIS CODE IN THE BOXES AT THE TOP OF BLOCK O, AND BLACKEN THE APPROPRIATE OVAL IN THE COLUMN BELOW EACH BOX. IF YOU RECEIVE ADVISING FROM SEVERAL SOURCES, RESPOND WITH REGARD TO YOUR PRIMARY ACADEMIC ADVISOR. IF AN ADVISOR CODE LIST HAS NOT BEEN PROVIDED, LEAVE BLOCK O BLANK AND PROCEED TO THE NEXT ITEM.

A-1

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SECTION II—ADVISING INFORMATION

Please respond to the following questions about your institution's academic advising system. Note that the questions refer to the academic advising program only, not to personal or career counseling. If you do not presently have an advisor, respond to questions A and B and then skip to Section VI on page 4. If you receive advising from several sources, respond with regard to your primary academic advisor.

A HOW WELL DOES THE ACADEMIC ADVISING SYSTEM CURRENTLY OFFERED BY THIS INSTITUTION MEET YOUR NEEDS?

- ( ) Exceptionally Well
- ( ) More Than Adequately
- ( ) Adequately
- ( ) Less Than Adequately
- ( ) Very Poorly

B WHICH OF THE FOLLOWING *BEST* DESCRIBES YOUR *CURRENT* ACADEMIC ADVISOR?

- ( ) Faculty Member
- ( ) Advising Center Staff Member (Full-Time Academic Advisor)
- ( ) Other College Staff Member
- ( ) College-Appointed Peer Counselor (Student)
- ( ) I Do Not Have an Advisor (Skip to Section VI on Page 4)

C HOW MUCH INPUT DID YOU HAVE IN THE SELECTION OF YOUR *CURRENT* ACADEMIC ADVISOR?

- ( ) A Great Deal of Input
- ( ) Some Input
- ( ) Little or No Input

D HOW LONG HAVE YOU HAD YOUR *CURRENT* ACADEMIC ADVISOR?

- ( ) 0 to 6 Months
- ( ) 7 Months to 1 Year
- ( ) 1 to 1 Years
- ( ) 1 to 2 Years
- ( ) Over 2 Years

SECTION III—ACADEMIC ADVISING NEEDS

In Part A, indicate whether or not you and your current academic advisor have discussed each of the following issues/topics. For each topic that you have discussed, indicate in Part B your level of satisfaction with the assistance your advisor has provided. (Note: Skip to Section VI on page 4 if you do not have an advisor.)

PART A: TOPICS DISCUSSED WITH ADVISOR			COMPLETE PART B ONLY IF YOU *HAVE* DISCUSSED THE TOPIC WITH YOUR ADVISOR. →	PART B: SATISFACTION WITH ADVISOR'S ASSISTANCE				
HAVE NOT DISCUSSED AND DO NOT NEED TO	HAVE NOT DISCUSSED BUT SHOULD HAVE	HAVE DISCUSSED	TOPIC OR ISSUE	VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED
●	○	○	**EXAMPLE A:** Learning about overseas exchange programs.	○	○	○	○	○
○	○	●	**EXAMPLE B:** Obtaining information about the Peace Corps, VISTA, etc.	○	●	○	○	○
○	○	○	1. My academic progress	○	○	○	○	○
○	○	○	2. Scheduling/registration procedures	○	○	○	○	○
○	○	○	3. Dropping/adding courses	○	○	○	○	○
○	○	○	4. Obtaining course credit through nontraditional means (CLEP, PEP, job experience, etc.)	○	○	○	○	○
○	○	○	5. Selecting/changing my major area of study	○	○	○	○	○
○	○	○	6. Meeting requirements for graduation, student teaching, certification, etc.	○	○	○	○	○
○	○	○	7. Improving my study skills and habits	○	○	○	○	○
○	○	○	8. Matching my learning style to particular courses, course sections, or instructors	○	○	○	○	○
○	○	○	9. Obtaining remedial/tutorial assistance	○	○	○	○	○
○	○	○	10. Clarifying my life/career goals	○	○	○	○	○
○	○	○	11. Identifying career areas which fit my current skills, abilities, and interests	○	○	○	○	○
○	○	○	12. Coping with academic difficulties	○	○	○	○	○
○	○	○	13. Obtaining financial aid	○	○	○	○	○
○	○	○	14. Obtaining employment on campus (work study, assistantships, etc.)	○	○	○	○	○
○	○	○	15. Finding a job after college/job placement	○	○	○	○	○
○	○	○	16. Continuing my education after graduation	○	○	○	○	○
○	○	○	17. Withdrawing/transferring from this institution	○	○	○	○	○
○	○	○	18. Dealing with personal problems	○	○	○	○	○

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SECTION IV—IMPRESSIONS OF YOUR ADVISOR

Please respond to the following questions about your current academic advisor. (Note: Skip to Section VI on page 4 if you do not have an advisor.)

MY ADVISOR:	LEVEL OF AGREEMENT					
	DOES NOT APPLY	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1. Knows who I am.	0	0	0	0	0	0
2. Is a good listener.	0	0	0	0	0	0
3. Expresses interest in me as a unique individual.	0	0	0	0	0	0
4. Respects my opinions and feelings.	0	0	0	0	0	0
5. Is available when I need assistance.	0	0	0	0	0	0
6. Provides a caring, open atmosphere.	0	0	0	0	0	0
7. Checks to make sure we understand each other.	0	0	0	0	0	0
8. Respects my right to make my own decisions.	0	0	0	0	0	0
9. Provides me with accurate information about requirements, prerequisites, etc.	0	0	0	0	0	0
10. Keeps me up to date on changes in academic requirements.	0	0	0	0	0	0
11. Refers me to other sources from which I can obtain assistance.	0	0	0	0	0	0
12. Encourages me to assume an active role in planning my academic program.	0	0	0	0	0	0
13. Accepts constructive feedback concerning his/her effectiveness as an advisor.	0	0	0	0	0	0
14. Encourages me to achieve my educational goals.	0	0	0	0	0	0
15. Helps me identify the obstacles I need to overcome to reach my educational goals.	0	0	0	0	0	0
16. Takes the initiative in arranging meetings with me.	0	0	0	0	0	0
17. Is on time for appointments with me.	0	0	0	0	0	0
18. Clearly defines advisor/advisee responsibilities.	0	0	0	0	0	0

MY ADVISOR:	LEVEL OF AGREEMENT					
	DOES NOT APPLY	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
19. Allows sufficient time to discuss issues or problems.	0	0	0	0	0	0
20. Is willing to discuss personal problems.	0	0	0	0	0	0
21. Anticipates my needs.	0	0	0	0	0	0
22. Helps me select courses that match my interests and abilities.	0	0	0	0	0	0
23. Helps me to examine my needs, interests, and values.	0	0	0	0	0	0
24. Is familiar with my academic background.	0	0	0	0	0	0
25. Encourages me to talk about myself and my college experiences.	0	0	0	0	0	0
26. Encourages my interest in an academic discipline.	0	0	0	0	0	0
27. Encourages my involvement in extracurricular activities.	0	0	0	0	0	0
28. Helps me explore careers in my field of interest.	0	0	0	0	0	0
29. Is knowledgeable about courses outside my major area of study.	0	0	0	0	0	0
30. Seems to enjoy advising.	0	0	0	0	0	0
31. Is approachable and easy to talk to.	0	0	0	0	0	0
32. Shows concern for my personal growth and development.	0	0	0	0	0	0
33. Keeps personal information confidential.	0	0	0	0	0	0
34. Is flexible in helping me plan my academic program.	0	0	0	0	0	0
35. Has a sense of humor.	0	0	0	0	0	0
36. Is a helpful, effective advisor whom I would recommend to other students.	0	0	0	0	0	0

MAKE NO STRAY MARKS ON THIS FORM

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SECTION V—ADDITIONAL ADVISING INFORMATION

Please respond to the following questions about your academic advising program. (Note: Skip to Section VI on this page if you do not have an academic advisor.)

A HAVE YOU CHANGED ADVISORS SINCE ENROLLING IN THIS INSTITUTION?

- ○ Yes, Once
- ○ Yes, Twice
- ○ Yes, More Than Two Times
- ○ No (Skip to Item C)

B INDICATE WHICH STATEMENT *BEST* DESCRIBES THE REASON FOR YOUR *MOST RECENT* CHANGE OF ADVISOR

- ○ I Changed My Major Area of Study
- ○ I Moved into an Upper-Level or Professional Program within My Major Area of Study
- ○ My Advisor's Status Changed (Retired, Moved, Deceased, Promoted, etc.)
- ○ The Institution (or My Department) Changed or Modified Advisor Assignments
- ○ I Was Not Satisfied with My Advisor
- ○ Other

C DURING THE PAST YEAR, HOW OFTEN DID YOU MEET WITH YOUR ADVISOR?

- ○ Never
- ○ Once
- ○ Twice
- ○ Three Times
- ○ Four or Five Times
- ○ More Than Five Times

D DO YOU FEEL THE NUMBER OF MEETINGS INDICATED IN BLOCK C WAS SUFFICIENT FOR YOUR NEEDS?

- ○ Yes
- ○ No
- ○ Undecided

E HOW MUCH TIME DO YOU USUALLY SPEND IN EACH MEETING WITH YOUR ADVISOR?

- ○ I Have Not Met with My Advisor
- ○ Less Than 5 Minutes
- ○ 5 to 15 Minutes
- ○ 16 to 30 Minutes
- ○ More Than 30 Minutes

SECTION VI—ADDITIONAL QUESTIONS

If an additional set of multiple-choice questions is included with this form, please use this section to record your responses. Twelve ovals are provided for each question, but few questions require that many choices. Simply ignore the extra response ovals.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ	ⓐ
ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ	ⓑ
ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ	ⓒ
ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ	ⓓ
ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ	ⓔ
ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ	ⓕ
ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ	ⓖ
ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ	ⓗ
ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ	ⓘ
ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ	ⓙ
ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ	ⓚ
ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ	ⓛ
ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ	ⓜ

SECTION VII—COMMENTS AND SUGGESTIONS

If you wish to make any comments or suggestions concerning this college or its advising program, please use the lines provided below.

DO NOT WRITE BELOW THIS LINE.

BEST COPY AVAILABLE